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ABSTRACT

Reports of lectures and discussions held at the symposium reflect several primary themes including: (1) examination of the aims, forms, and content of intensive courses for modern language teachers; (2) discussion of reasons for the shortage of modern language teachers; (3) identification of problems which arise with regard to use of audio-visual methods in intensive courses; and (4) examination of the use of tests and award of certificates in connection with intensive courses. (RL)

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Symposium on
INTENSIVE COURSES FOR MODERN LANGUAGE TEACHERS

York, 13 - 19 December 1971

REPORT

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SECTION I

INTRODUCTION

The Symposium was organised by the Government of the United Kingdom under the auspices of the Council for Cultural Co-operation of the Council of Europe. Its direction was in the hands of Mr. P.H. Hoy, Her Majesty's Inspector of Schools, together with Professor E.W. Hawkins of the University of York. Administrative arrangements were the responsibility of the British Council acting through the Director of the Courses Department, Mr. C.A.M. White and Mr. C.J. Ritchie, O.B.E., Area Officer. A full list of delegates and other major participants forms Section V of this report.

AIMS

These were:

- to examine the aims, the various forms and the content of intensive courses for modern language teachers;
- to discuss reasons for the shortage of modern language teachers;
- to identify the problems which arise with regard to the use of audio-visual methods in intensive courses;
- to examine the use of tests and award of certificates in connection with intensive courses.

METHODS

In plenary sessions there were lectures, frequently followed by questions and discussion. In three groups participants engaged in more detailed discussion based on notes prepared by the Director (Appendix A) and on further topics proposed by Mr. Hoy during his opening talk to the Symposium (addendum to Appendix A).

Visits were made by all delegates to Leeds Polytechnic, where an intensive course for teachers was in progress, and to Micklegate House, York, Headquarters of the Schools Council Modern Languages Project.

Throughout the Symposium an exhibition of language teaching materials including textbooks, visual aids and tapes was mounted at the Language Teaching Centre of the University.

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CONCLUSIONS

Through its chairman and rapporteur each group presented a summary of its discussions and recommendations in plenary session. After some debate and a number of amendments, a consolidated list of recommendations was accepted by all delegates. This, together with a definition of intensive courses and a declaration concerning their value, appears in Section III of the present report.

It was agreed that it would be useful to have from each member country a brief statement of the current position regarding the supply of modern language teachers. These statements appeared originally in group reports. Subject to subsequent amendment by delegates, they are reproduced in Appendix B.

Items of the amended group reports not already covered in Section V or Appendix C are reproduced in Appendix B.

ADDITIONAL ACTIVITIES

In addition to the heavy programme outlined above, participants enjoyed in many forms the hospitality of the University and the City of York. Notable events were two formal dinners at the King's Manor, University of York. At the first the guest of honour was His Grace the Lord Archbishop of York, Pro-Chancellor of the University, and at the second, Lord James of Rusholme, its Vice-Chancellor. Both Dr. Coggan and Lord James extended a warm welcome to delegates and stressed the great cultural heritage of Europe. Mr. Ballandras and Mrs. Petro, replying for the delegates on the separate occasions, expressed the thanks of participants for the warm welcome received and gratitude for the pleasant and appropriate setting provided by the University.

Among more informal but equally enjoyable activities were a programme of "Folksongs from Europe" arranged and presented by Dr. Betty Parr and a farewell reception at the ancient Merchant Adventurers' Hall with madrigals and carols. For the latter and for many other agreeable features of the Symposium, thanks were due to Mr. C.J. Ritchie, Area Officer of the British Council.

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SECTION II

SUMMARIES OF PRINCIPAL LECTURES AND DISCUSSIONS

NOTE: Summaries are here given in the order established by the Programme of the Symposium. Where detailed notes of intensive courses were provided for delegates by the speaker, these have been reproduced in Section IV of the report and the account in this Section has been abridged accordingly.

ITEM 1 - INTRODUCTION

Delegates were officially welcomed by Mr. P.H. Hoy, H.M.I., on behalf of the Department of Education and Science and by Mr. C.A.M. White representing the British Council. Mr. Sven Nord, Deputy Head of the Division for General and Technical Education, Council of Europe, added his welcome and also expressed the appreciation of delegates to the host nation which had provided such an appropriate setting for the Symposium.

ITEM 2 - OPENING LECTURE: "THE EUROPEAN SCENE" - LORD FULTON

The Chairman, Professor E.W. Hawkins, introduced the speaker, reminding delegates of Lord Fulton's many contributions to higher education and especially to university life both in Britain and overseas.

Referring to the title of his talk, Lord Fulton commented that the European scene was too vast a topic to be dealt with fully on this occasion. Even the term "Europe" was capable of various definitions. Nevertheless, we recognised Europe as the cradle of many civilisations and could identify certain of her characteristics. Notable among these had been diversity and resistance to domination by any one State. Such diversity had been a valuable attribute and one of the problems for the future would be to retain this quality while making it a source of co-operation and enrichment.

It was here that language could make its contribution. To ensure that there would be, in positions of influence, an adequate number of people able to communicate freely with other nations, there was need for a large investment of teaching resources.

Lord Fulton referred to the classical education which was, in the nineteenth and early twentieth centuries, received by most of the leaders in British life. It had begun in early

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childhood and continued well into manhood. In that time it was possible to study not merely the languages of Greece and Rome but also their literature, history and philosophy - in short this was a civilisation study. If the respect accorded to Latin and Greek had been slow in coming to modern languages, it was in part because the study of the latter was more often fragmented and specialised. In recent years, however, a broader concept had come back into its own and one now found university courses with such titles as "European Studies", "African Studies" which provided a more adequate cultural background both for the scholar and for the man in public life.

Even so there was a gap still to be filled. The mental discipline imposed by the harsh and uncompromising demands of Latin prose composition was not found in the study of modern languages as we now understood it in this country. The result was a decline in standards of accuracy and precision of expression.

At this point the speaker turned to consider wider aspects of his subject. His experience, notably his chairmanship of the British Council, had obliged him to ponder the real meaning of "cultural exchange". Surely the phrase implied something more than the mere dispatch of a ballet company to Bonn or of an exhibition of paintings to Paris. What, for example, was the role of the universities? There were, of course, many examples of international exchange in European universities at present but nearly always these involved short-term visits or post-graduate research. There was little chance for young people to imbibe the educational tradition and come to terms with the dominant ideas of another country. For this to happen the exchange must be prolonged and must coincide with the vital period of under-graduate study, a period when the student was at grips with fundamental ideas in a way that he would never be again. Since 1903 the Rhodes Scholarship scheme had demonstrated the value of such experience among English-speaking nations; it was sad that nothing of the kind had yet been agreed between European universities. If co-operation and understanding were to exist in Europe, we must have at the intellectual apex enough men who, in their youth, had "wrestled together" with the problems of the natural and the moral order.

The Chairman thanked Lord Fulton for this thoughtful and challenging introduction to the Symposium.

ITEM 3 - <u>THE AIMS AND METHODS OF INTENSIVE COURSES</u> - <u>MR. P.H. HOY, H.M.I.</u>.

Mr. Hoy stated his intention to provide delegates with starting points for their future discussion. It was in this spirit that he offered a definition of intensive courses, with

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some expectation that it would be modified or even rejected in subsequent debate. The definition was as follows:

> "An intensive course is a full-time, continuous course designed to improve a teacher's command of a foreign language. The course may vary in length between two and ten months. The work is usually biased towards the spoken language, partly because of present-day needs, and partly because the oral/aural skills are difficult to acquire without the help of a tutor and of technological aids."

Various situations might provide the occasion for such courses. National needs might change or become more acute: Sweden had felt it necessary to make English a compulsory subject for all pupils; Turkey had had to step up the teaching of French, German and English; bilingualism gave rise to problems in several countries. Where there was no acute national need, policy might change for educational reasons. A decision to teach a foreign language to all pupils, in line with Resolution 69(2) of the Committee of Ministers, would create an immediate requirement for teachers to be trained or retrained for this purpose. A third reason lay in the present need for mobility and flexibility in all spheres of life. Britain's decision to join the Common Market would lead to a general demand from her citizens for language teaching for themselves and for their children. Such a demand was just one example of the increasing need to learn new skills at various stages of a person's life span. This concept of permanent education was now widely accepted. One of its sub-concepts, that of recurrent training, would be applied if we met changing educational situations by such devices as intensive courses for teachers.

But we should not think of intensive courses merely as emergency, stop-gap measures to deal with an unforeseen teacher shortage. They could be much more than this and might constitute a swift and efficient way of implementing a change in national policy.

If measures were taken to meet future demands then it was important to see that these demands were forecast as accurately as possible. The United Kingdom had begun training additional teachers of Russian in the early 1960s but for various reasons not all of them had had the opportunity of teaching the language and some were in danger of losing their fluency. Two current research topics at the Universities of York and Sussex (see Item 10) would perhaps enable us to fix our aims and tailor our provision of teachers with more accuracy.

The main purpose of intensive courses indicated in the proposed definition was improvement in linguistic proficiency but this was not exclusive. There were by-products such as

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personal enrichment or the possibility of encouraging integration with other subjects of the curriculum. There might well be a pedagogic element (perhaps in conjunction with the work of a teachers' centre).

This led one to consider the relationship of intensive courses to initial training. However efficient the latter might become, language teachers would always need "intensive" refreshment often in the form of planned visits to the foreign country. The United Kingdom had recognised this in its recent scheme to extend dramatically financial aid to teachers undertaking exchanges with colleagues in Europe.

The teachers who could benefit from intensive courses had to be willing, tough, hard-working and young enough to hand on to others what they had learned. Above all, they must be imbued with the "self-tutoring spirit".

Language learning ought to be a fruitful source of European co-operation. Three possibilities might be mentioned:

(i) An intensive course might be held in the foreign country. There were already examples of this which illustrated both the benefits and the difficulties entailed.

(ii) The intensive course might be in the home country with help from the cultural agencies of the foreign State.

(iii) There should be efficient machinery for the pooling of experience and the dissemination of ideas. The proposed network of national language centres was very relevant to this problem.

In conclusion, Mr. Hoy laid before delegates a list of questions which might give rise to resolutions and recommendations at the conclusion of the Symposium:

"(i) Does the Conference see a need for intensive courses in European countries?

(ii) Are intensive courses related to the concept of "l'éducation permanente"?

(iii) What are the conditions of success of an intensive course?

(iv) Are there dangers, drawbacks or limitations in the use of intensive courses for language teachers?

(v) Can intensive courses contribute to, and gain from, the cultural unity of Europe?"

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During the lively discussion which followed the lecture, much attention was focused on the desirable background of candidates for intensive courses and on the question of follow-up. It was agreed that some type of refresher course would be essential. Mr. Hoy's reference to permanent education and recurrent training led to a call for a definition of terms.

ITEM 4 - INTENSIVE COURSES IN THE UNITED KINGDOM: POLICY AND EXAMPLES - DR. BETTY PARR, H.M.I.

Dr. Parr concentrated mainly on full-time intensive courses designed to meet a specific need for teachers of French, which had arisen when the Schools Council initiated a Pilot Scheme for teaching this language in certain areas to all children aged eight to thirteen. The teachers concerned were professionally qualified but many had limited French. The programme had three stages:

(a) A refresher course in the teacher's home area. This might involve attendance at a local college two afternoons per week for all or most of a year. Content was linguistic and instruction by audio-visual methods.

(b) A 10 - 12 week full-time course in France with heavy stress on improvement in linguistic, especially oral, proficiency. Since 1963, 1127 teachers had followed courses in Paris or Besançon; a further 331 had had a similar course in London or Leeds, and 128 of these attended a 3-week course in Vichy.

(c) An eight-day course on methodology.

The detailed assessment of the Pilot Scheme was being carried out by the National Foundation For Educational Research Its first report ("French from Eight"), issued in 1968, said on page 35 "neither the teacher's original training or qualifications nor the length and type of the previous teaching experience appears to be associated with the rated fluency in French of his class". In short, the latter factor appeared to be more closely related to the teacher's training under the Pilot Scheme.

There had been, in the past few years, a spontaneous growth of French departments in Colleges of Education and of modern language courses in the newer universities and polytechnics, but there was still a marked gap between supply and demand of teachers, especially for the eight to thirteen age groups. As any official encouragement to increase initial training resources would be premature until the assessment of the Pilot Scheme had been completed, the Department of Education and Science had decided to subsidise in-service training on lines similar to those followed so successfully in the Pilot Scheme, except that

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most of the teaching would be provided in this country, with shorter study visits to France as a desirable culmination of the course. The present scheme was launched in 1970. Under this, teachers were seconded for one term (approximately 12 weeks) of full-time training at one of a number of centres. So far 12 centres had provided courses for 221 teachers. The precise content of the course varied from centre to centre but in general tutors were following the recommendations of a discussion group set up to consider this matter.

Dr. Parr described courses held at Bristol and Exeter, stressing the excellent spirit and high motivation of the teacher-students and the extent to which various universities, polytechnics and colleges of education had co-operated. She expressed gratitude for the generosity of French publishers who had made gifts of books to the centres and also for the help of the French Embassy and the French Institute in London.

Miss Fontier of the French Institute in London commented on the Exeter course, praising the quality of the tuition and underlining the problem of experienced and middle-aged teachers who suddenly found themselves once more in the situation of pupils. However, as Dr. Parr pointed out, one of the most encouraging features of these courses had been the teachers' responsive attitude: their critical assessment of their own efforts, their willing acceptance of long hours of "homework" and their determination to continue studying and keep contact with the college. Most of them hoped to attend short "topping-up" courses in France.

Mr. Evans gave delegates a more detailed account of stage (b) of the first set of courses mentioned by Dr. Parr. At his college in Holborn more than 200 primary teachers had received instruction since 1964. Backgrounds were very varied; the average age was 40 to 45; groups numbered about 8; 25 hours of teaching per week were given for 12 weeks. Main emphasis was on oral French and nearly all teaching was by the direct method although there was some grammatical work. A major problem was the correction of fixed speech habits in older learners.

As an example of the more recent series of courses, Dr. Astington outlined the work done at the Elizabeth Gaskell College of Education, Manchester. Here, as in the other recent courses, language training was combined with methodology: 48 hours of instruction in the latter and about 200 in the former. Many of the students were married women and the working day had to be limited to allow an early return home but within the time available as much opportunity as possible for practical work was always given.

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Delegates had further opportunities to assess the value of the one term intensive courses when they visited students at work in the Leeds Polytechnic and when video-tape recordings were shown of work in Exeter, Manchester and the University of Kent in Canterbury.

ITEM 5 - INTENSIVE COURSES ORGANISED BY THE BRITISH COUNCIL - MR. DENYS SHARROCKS

Mr. Sharrocks, Director of the British Council's Language Teaching Institute explained to delegates that he would be speaking of only one part of the British Council's language teaching work, namely intensive courses for teachers of English to foreign pupils. He would describe only those courses which took place wholly or partly in Britain and in which the Council had a teaching and/or an administrative role.

(a) Courses for teachers of English in the Netherlands

These had been started in 1966 on the initiative of the Netherlands Ministry of Education and Science and were aimed at teachers in secondary modern and lower vocational schools. It was intended that some 3000 teachers should participate in one or more phases of the courses. There were three phases in all. Phase 1 consisted of 30 weekly two-hour sessions which took place between September and May at 29 centres in the Netherlands. Groups were small (approximately 8); tutors were Dutch; tuition was entirely linguistic and based on a number of audio-lingual courses. In 1970, 400 teachers were involved in Phase 1.

Phase 2 was a two-week summer residential school which took place in the Netherlands but was staffed by both British and Dutch tutors, including a British director. While proficiency in English was still a major concern, methodology was also introduced at this stage and topics covered included:

(i) Textbook assessment

(ii) Use and preparation of visual aids

(iii) Audio aids

(iv) Objective testing

(v) Classroom activity

(vi) Technical instruction on tape recording, dubbing, splicing, etc.

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Two of these courses took place in July 1971. There were 164 "students" in all and about 15 staff members (9 British and 6 Dutch) for each course.

Phase 3 was a three-week summer school in Britain which was staffed entirely by British tutors. In 1971 two courses were held (one in Horsforth, one in Bristol) and 71 teachers attended. Work continued in language and methodology but at this stage more stress was laid on British life and culture. Practical work and free-time activities formed valuable elements of the course.

Experience in the various phases had raised a number of interesting points:

(i) The Dutch tutors were not at first trained in linguistics and a course for them (run by British colleagues) had proved valuable.

(ii) It was desirable for British tutors to visit schools in the Netherlands to see classroom conditions for themselves.

(iii) There was some conflict between the aim (in Phases 2 and 3) to change teachers' attitudes to language teaching and the teachers' own need to prepare for promotion examinations of a traditional type.

(iv) Although the Dutch teachers were not required to teach English literature they asked for more literature in Phase 3.

Mr. Sharrocks felt that this scheme might well serve as a model for others. Its success was due to the co-operation of the Netherlands Ministry of Education and Science which initiated it, the British Council which was responsible for much of the administration in Phases 2 and 3, and the tutors of both nationalities.

As for the "students", their motivation was exemplary. Participation in the scheme was voluntary at every stage and there was no immediate reward in terms of promotion or salary increase, yet teachers came forward in considerable numbers and even contributed to the cost of attendance at the course in Phase 3.

(b) Courses staffed and run by the English Language Teaching Institute in London

Mr. Sharrocks emphasised that the Institute was very actively engaged in English language teaching at all levels. It used a wide range of audio-visual hardware and produced a great deal of its own software. This experience enabled the staff "to speak to teachers as teachers".

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Since 1968 it had run, in alternate years, a two-week intensive course entitled "The language laboratory in the teaching of English". It was designed for teachers of English overseas or, preferably, those who trained future teachers of English. There were 32 places on the course and in 1970 more than one third of those selected came from European countries. There were many applicants and it was hoped to run the course annually in future.

Although the use of language laboratories formed the major topic, this was not considered in isolation and several other aspects of teaching were dealt with. The course covered:

(i) The use of the tape recorder

(ii) The use and construction of visuals

(iii) Laboratory handling and monitoring

(iv) Problems of everyday maintenance

(v) Production and evaluation of materials.

A great deal of the work was practical and culminated in the production, use and evaluation of teaching materials by those participating. There was also an exhibition of published material and an opportunity for members to discuss hard and software with manufacturers, publishers and authors. The course had proved useful in correcting the haphazard or purposeless use of laboratories. In some cases members had been able to continue their work in their home countries under the guidance of an English Language Officer of the British Council.

The Institute had been able to supply a limited number of its staff to help with similar courses organised by European States. This formula had certain advantages:

(i) The problems of course members were more homogeneous than was the case where nationalities were mixed

(ii) The Institute staff could study these problems in advance

(iii) Practical work could be made more realistic with the co-operation of local pupils or students.

The speaker was able to illustrate his comments by playing short extracts from a discussion recorded during one such course in Baden-Württemberg.

Mr. Sharrocks could refer only briefly to some of the many language proficiency courses run by his Institute throughout the year.

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(c) Discussion

Members asked the speaker about the copyright on taped material produced by his Institute. Mr. Sharrocks had reluctantly to confirm that tapes are subject to copyright regulations although the matter is at present under consideration.

Other comments touched on the fundamental value of language laboratories, the use of varied regional speech for listening comprehension and, as so often during the Symposium, the need for co-ordination of language teaching effort.

ITEM 6 - MODERN LANGUAGES AND THE COUNCIL OF EUROPE - Mr. JEAN CAPELLE

The Chairman, Dr. G. Neumann, introduced the speaker as a man whose presence did honour to the Symposium. M. Capelle had won distinction in many fields: as a scientist, as a university administrator, as a parliamentarian in his own country and as an influential figure in various bodies of the Council of Europe. He had on many occasions given powerful support to the cause of modern languages.

Mr. Capelle declared his intention of looking at modern language teaching from the political point of view. He first reminded delegates of what had already been achieved by the Consultative Assembly of the Council of Europe, by its Committee on Culture and Education and by the Committee for Cultural Co-operation. The Weber Report, published in September 1968, had summarised the work of the Council up to that time: meetings of experts, intensive courses in French and English, help for migrant workers, etc. One idea, that of a Specialised European Centre for Modern Languages, had been shelved but now deserved perhaps to be considered afresh.

The speaker drew attention to two resolutions of the Consultative Assembly. No. 379 of September 1968 had called for a campaign in national parliaments to support the spread of modern language teaching in Europe. Resolution 535 took note of the success of earlier experiments and, in particular, urged that all children should begin the study of a world language from the age of eight to ten years. As an example of practical help, Mr. Capelle quoted the case of Turkey which had, with the help of experts sent from the Council of Europe, created a centre for information, materials, methodology and teacher training in the field of modern languages. In Resolution 594 of January 1970 the Consultative Assembly had asked that a modern language teaching programme should be included in Turkey's five-year development plan and that member States should offer Turkey all possible co-operation.

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Turning to future prospects, the speaker reminded delegates that he could obviously not commit the Council to any particular line of action. He was giving an interpretation of current trends of thought among colleagues and would indicate action which he personally thought worthy of support.

The present requirement for modern language teaching was very different from that of the past. The scale was much vaster; the needs and background of the learners were more varied. Secondary education and permanent education were affecting a greater and greater proportion of our population, while commerce, tourism and the mass media ensured that international contact was no longer reserved for a tiny élite.

So far as pupils in full-time schooling are concerned, we had a double reason to carry out the recommendation of the Council of Europe by starting modern language teaching before the normal age of secondary education. Young children had shown themselves more receptive to language than older ones, and an early start in this area would allow some necessary lightening of the load at the secondary stage. There remained, however, the formidable task of teacher training to make such an early start feasible.

An interesting development for the more distant future would be the introduction of foreign languages at the nursery stage. Experiments (e.g. those at Bordeaux with English and German) had already shown how successfully very young children could learn to understand a foreign tongue by contact with native speakers and without any formal instruction. It was, however, vital that such early experience should be followed up and exploited in the primary school.

At all levels of modern language teaching we were faced with new problems which called for a fresh pedagogic approach. To retain the interest of pupils, language must be considered first and foremost as a means of communication and not as material for exercises in logic or as the gateway to the study of fine literature. Language teachers at secondary level had a legitimate concern with the intellectual value of their work but they must come to see that a fluent command of the language took precedence over all other considerations and did indeed provide sound foundations for more academic work at a later stage.

The need for languages to be taught without reference to grammatical structure underlined the value of international co-operation in this field. Mr. Capelle reminded delegates of the valuable work done in France at the nursery level by young English and German girls paired with trained French teachers who had some knowledge of the other language. In a totally different situation, that of a technical university, the speaker

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had used foreign assistants who were qualified in science or technology but had little knowledge of French. His students had greatly improved their knowledge of languages while studying other subjects. French schools in Brazil had formerly achieved much greater success by using French as the normal medium of instruction than was now achieved by treating the language as an academic subject. This surely indicated how, ideally, we might operate in the future.

Finally, Mr. Capelle dealt with problems of teacher training. Here the first need of government was information and the speaker urged the Symposium to provide this, using such channels as those provided by the Council of Europe.

A sound precept was that one taught well only what one knew, and knew well only what one loved. A teacher needed to know and love language at a human and not merely an intellectual level. This suggested four possible lines of action:

(i) Between countries speaking a major language it should be easy, and not expensive, to extend the exchange of student teachers for lengthy periods - perhaps a minimum of three months. Countries whose language was not widely spoken should be helped to send their student teachers abroad by a system of scholarships.

(ii) There should be centres for intensive or accelerated courses designed for teachers at all stages of their career. In future these would provide refreshment but at present they would be needed for initial conversion training.

(iii) Travel must be encouraged - perhaps by reduced fares for language teachers and their wives.

(iv) Much greater use could be made of radio and television which were still, to some extent, groping for the best means of contributing to the spread of modern language learning.

In conclusion, Mr. Capelle stressed that learning a language was not merely a matter of forging a useful tool, of gaining a means of communication; it was also a way of getting to know a civilisation, of broadening one's concept of humanity. It represented a political commitment to break down the barriers which at present divided the multilingual mosaic of Europe.

DISCUSSION

The interest aroused by Mr. Capelle's lecture was reflected in the lively discussion which followed. Delegates touched on a number of problems related to suggestions made by the speaker: the difficulty of co-operation between countries whose language interests were not reciprocal; the lack of literature on language

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work with very young children; the poor cultural quality of Eurovision programmes; the special needs of migrant workers, etc. Questioned about such barriers to the exchange of published material as customs duty, lack of uniformity in invoicing, copyright protection for broadcasts, Mr. Capelle was able to offer hope of improvement in certain directions. A commission of the Council of Europe was at present working to facilitate the movement of scientific equipment across national frontiers. Where commercial interests were concerned the problem was more intractable but political action to reduce or eliminate customs duties was feasible.

In proposing a vote of thanks, Miss Mabel Soulthorp, of the United Kingdom, said that modern linguists were fortunate to enjoy the interest and support of such a man as Mr. Capelle and she expressed gratitude for the practicality of the suggestions he had made.

ITEM 7 - INTENSIVE COURSES IN COUNTRIES OTHER THAN THE UNITED KINGDOM

A - THE WORK OF THE GOETHE INSTITUTE IN GERMANY - HERR U. SPÄT

Herr Spät, Head of the Language Department of the Goethe Institute in Manchester, described the range of courses organised by the Institute in Germany. Some of these were designed specifically for teachers, while others were concerned with general proficiency in the German language. Herr Spät spoke of the organisation, methods and aids employed in the courses. The speaker also played extracts from two of the teaching programmes used:

(i) "Deutsch als Fremdsprache" - an audio-visual course with slides and tapes;

(ii) "Guten Tag" - a film course which had been shown on television in several countries.

B - INTENSIVE COURSES FOR TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE - HERR J. ROHRER

Herr Rohrer of the Federal Bureau of Languages (the "Bundessprachenamt") first gave a brief description of this organisation. It served the linguistic requirements of the Federal Government and of certain "Länder". The staff of 470 included teachers, teacher-trainers, course developers and translators.

The speaker devoted the rest of his lecture to intensive courses organised by the Bureau for teachers of English as a foreign language in secondary grammar and similar schools.

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The courses had two main aims:

(i) To make teachers aware of the need for skill-orientated teaching.

(ii) To suggest techniques that can be applied to this end.

In a working week of forty to fifty hours, time was equally divided between lecture-cum-discussion periods and practical sessions. The former were devoted to the following major topics:

(i) The definition of teaching aims in terms of primary and secondary skills.

(ii) The selection of appropriate teaching materials.

(iii) The development of learning materials.

(iv) Methods of imparting the defined skills.

(v) The necessity for teaching the student how to learn effectively.

Practical work involved:

(i) Guided instruction in the development of teacher-independent material.

(ii) The establishment of criteria for assessing such material.

(iii) The use of audio-visual aids.

(iv) The exposure of participants to laboratory and written exercises.

The courses were exhausting to all concerned and left the participants "suitably worried" but they were popular and the demand for places was far from being satisfied.

C - RECENT EXPERIENCE OF INTENSIVE COURSES IN ITALY - PROFESSOR A. ACCAPUTO

Professor Accaputo told delegates that he would speak only of a new form of intensive course which had been made necessary by a new situation. In 1964, education in Italy had become compulsory up to the age of fourteen and there was need for a great number of teachers of French in towns and villages of all sizes. Sufficient language specialists not being available, it was necessary to retrain graduates of other disciplines who had some language experience behind them but whose knowledge was generally inadequate for teaching.

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The first phase of the scheme began in 1966 with eleven courses taking place in widely scattered centres. These courses were continuing. Attendance was part-time (three half-days per week) which allowed teachers to continue to serve in their own establishments while following the course. This was a very important feature. The courses lasted for four months and each was run by three teachers: a bilingual Italian, a Frenchman and an Italian co-ordinator, not necessarily a language specialist, who knew the precise needs of the participants. The latter were teachers in the eleven to fourteen year secondary schools. The programme included:

(i) Pronunciation (theory as well as practice)

(ii) Grammar

(iii) Modern literature (studied by a system of "explication de textes")

(iv) Group and individual work in a language laboratory.

The results, while not brilliant, had been encouraging. Participants had become sensitive to language. At the end of the course there was an examination which gave extra motivation to teachers and allowed the authorities to select those who were likely to benefit fully from the second phase. About 60 out of 200 might come into this category.

The second phase course had taken place only once, at Grenoble, but it would probably be repeated the following year. Organisation was carried out by the Italian authorities with the co-operation of French institutions. The course lasted one month. The course tutors were Italian but the French assistants ("animateurs") were present throughout the day and their role was crucial. They helped the tutors by providing native speech and up-to-date information on the French language during the class periods and became the friends and constant companions of small groups of participants during leisure hours. Stress was on language and civilisation but the latter topic was covered not through formal academic lectures but through informal talks given by students, factory workers, trade unionists, etc. These led to lively discussion.

The course, run in this way, was not expensive and proved to be very valuable indeed. One problem that remained was that of married women teachers who could not afford the time away from their families to attend both stages.

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ITEM 8 - EUROPEAN CO-OPERATION IN INTENSIVE COURSES - PROFESSOR D.C. RIDDY

In his preamble Professor Riddy reminded the Symposium of Resolution 69(2) of the Committee of Ministers of the Council of Europe which recommended to the governments of member States the adoption of an intensified modern language teaching programme. The programme called for action to introduce the teaching of at least one widely spoken European language to all boys and girls from the age of about ten, for systematic experimentation into the feasibility of introducing at least one widely spoken language into the curriculum of all school children at the earliest possible stage before the age of ten, for a modernisation of language teaching materials and also for a big expansion of courses for serving teachers and of arrangements for interchange and study visits. He also repeated the five specific aims of modern language teaching drawn up and unanimously approved at the Ostia Symposium in 1966:

(i) to enable pupils to understand speech at normal speed;

(ii) to enable them to speak the language intelligibly;

(iii) to enable them to read with ease and understanding;

(iv) to enable them to express themselves in writing; and

(v) to give them a knowledge of the foreign country and an insight into its civilisation.

These aims, which the Ostia delegates wanted to see integrated in the teaching at all levels in terms of the age, ability and interests of the pupils, might well form the credo of any European language teacher.

Any country which could fulfil Resolution 69(2) and the five aims without considerable expansion of its language teaching force must previously have been overproducing. As an example of which might be required in the sphere of primary education alone, Professor Riddy quoted the situation which would exist if a modern language were to be taught by class teachers to all children in England and Wales from the age of eight. No less than 73,000 teachers would have to be trained in the language and (allowing for normal wastage) it would be necessary to train some 120,000 teachers in a ten-year period. Only emergency measures could meet this sort of demand but the number of countries in Europe which had had recourse to intensive courses was still small. The most striking examples so far had probably been Sweden and Britain.

There were two major categories of short full-time language courses involving international co-operation. The first covered those organised in a given country for foreigners without

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distinction of nationality. Courses of this kind were arranged in Austria, Britain, France, Germany, Ireland, Italy, Spain and Switzerland. They offered instruction at many different levels and varied in length from two weeks to two months, usually taking place in the summer. The advantages of such courses were twofold:

(i) They brought students to the foreign country and gave them some contact with daily life.

(ii) Since students came from many countries, the language which was being studied had to serve as a "lingua franca".

On the other hand, there were disadvantages too:

(i) The "lingua franca" remained uncorrected when it was used with other non-native speakers.

(ii) The motivation of participants might not be entirely linguistic and indeed could be based on the search for a mate!

(iii) The foreign country was seen at an untypical time and in a holiday mood.

One variant within the first category was the course with specialist subject matter. This presupposed a high degree of fluency in those participating. The main purpose of such courses had been to deal with poetry, drama, applied linguistics, European affairs, etc., but they had, incidentally, offered valuable language experience.

A second variant was the course which was "tailor-made" to the needs of a particular national group. Some had been referred to elsewhere in the Symposium. Other examples were the intensive courses organised by the University of Dijon for British student-teachers and until recently by the University of Caen for British teachers. These offered the correct linguistic diet, but it would be a disadvantage to group a large number of participants with common interests and a common language which was not the one to be learned.

The other major category referred to by Professor Riddy included courses organised by the home country of the teachers involved, although they might take place at home or abroad. Excellent examples of European co-operation in such courses had been given by Dr. Parr, Mr. Sharrocks, Professor Accaputo and others. To these might be added the "three-tier" courses run by the Government of Baden-Württemburg or the long-established English courses organised by the University of Newcastle for the Norwegian Government.

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In all of these courses there was one very important problem which often remained unsolved: that of bringing the participants into regular and meaningful contact with the people and civilisation of the foreign country. Much depended on such chance factors as the character of the student himself, but where it was possible to put him into real contact with the life of a town, of a family, of a university, there was immense gain for all concerned. Professor Riddy cited the gratitude of English student-teachers whose stay in Münster had been transformed by the warm welcome of the Studentenausschuss.

In addition to the main types, there were others which had proved to be of great value. The speaker mentioned as examples:

(i) The "Découverte de la France" series which brought young French people and foreigners together in the study of a French region.

(ii) The highly organised visits to Bordeaux of college of education students from Bristol. These included studies in many different fields and taped interviews, which had to be transcribed before serving as one course of the written reports.

(iii) The reciprocal courses organised at York by Professor Hawkins (see item 10).

Summing up, Professor Riddy stressed the fact that, since the foreign country was clearly the best place to learn a foreign tongue, it was of vital importance that nations should increase the number of opportunities for interchange of teachers. The present situation was a blot on the European escutcheon. Existing schemes were good but they affected only a handful of teachers. In this expansion we must not lose sight of the needs of countries whose languages were not widely spoken.

Three points above all must be emphasised:

(i) Any country which really attempted to implement Resolution 69(2) would need intensive courses.

(ii) There was a wide variety of possible forms which these courses could take.

(iii) We had already had enough experience to prove that in this sphere international co-operation was possible, was beneficial and was highly desirable. It only remained to extend and deepen this co-operation.

In the short time remaining for discussion, Dr. Neumann suggested that organisers and members of courses and exchanges needed a central and reliable source of information; this merely

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underlined the need for Modern Language Centres. But every teacher who has participated in a course must also become a centre of information for pupils and colleagues.

ITEM 9 - TALKS BY TEACHERS WHO HAVE PARTICIPATED IN INTENSIVE COURSES

A - ONE-YEAR RUSSIAN COURSE AT LIVERPOOL COLLEGE OF COMMERCE - MISS G. BANKS

Miss Banks was already a graduate teacher of languages when she began her course in 1965 but she knew only a little Russian which she had learned in evening classes. On the course were twenty teachers, divided into two groups of ten for instruction and into four groups of five for conversation. There were three terms, each of twelve weeks and students worked six hours a day in the college. In addition, they had homework.

Miss Banks stressed the amount of oral and aural work that was done by the use of audio-lingual and audio-visual courses, of laboratory drills (practised also at home with borrowed tape-recorders), of conversation periods and of taped broadcasts in Russian.

The speaker was also able to recall and analyse the reaction of adult learners placed once again in the situation of pupils. These included:

(i) Frustration in the early stages at not being able to express complex ideas.

(ii) Tension when laboratory exercises were not exactly at the right level.

(iii) A tendency to criticise the tutors (especially among the most and the least able participants).

(iv) Pleasure at finding oneself (in the later stages) in a homogeneous group.

(v) Gradual recognition of the complementary gifts of a varied but sympathetic group of tutors.

Miss Banks was pleased with the course but despite its length and intensive nature she had not felt ready to move straight to advanced level teaching and had seized an opportunity to continue her studies for ten more months in the Soviet Union. Without this stay, she felt that her background in literature and civilisation would have been inadequate. She was now engaged in teaching Russian as an "A" level subject.

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B - ONE-YEAR RUSSIAN COURSE AT THE POLYTECHNIC OF CENTRAL LONDON - MISS M. WALTON

Miss Walton had taught German for fifteen years before she started her Russian course - which she did chiefly as a means of stimulating her brain to fresh exertion. There were two groups of eight students, none of whom was a complete beginner. Here, too, the course lasted thirty-six weeks and participants were required to work for five hours per day with a great deal of additional homework.

The speaker had found the language laboratory work particularly valuable - especially as exercises were made available in printed form after they had been worked in the laboratory. In this way aural impressions were reinforced by visual ones. As in Liverpool, there was considerable stress on oral proficiency (which counted for 40% of the examination marks) and the benefit of this was proved to the participants during a short visit to the Soviet Union which was made at Easter, between the second and the third terms.

Like Miss Banks, Miss Walton mentioned a number of the reactions of the adult students:

(i) They enjoyed having competitive examinations and marks.

(ii) They would have liked to receive a diploma on successful completion of the course.

(iii) The course provided a valuable refreshment, bringing back into use faculties (memory, concentration) that were beginning to rust from neglect.

(iv) It was good to have a course without any top limit to the standard which could be reached.

(v) The course was all too short and there was the lingering fear that what had been quickly learned might be quickly forgotten if not reinforced at once.

In fact, Miss Walton had gone straight on to teach Russian and had enjoyed doing so.

In reponse to questions from delegates, the speakers stated that in their opinion the courses described were, in every sense of the word, "intensive" and very different in style and content from the normal university course in modern languages.

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ITEM 10 - RESEARCH PROJECTS AND RECIPROCAL COURSES - PROFESSOR E.W. HAWKINS

Professor Hawkins referred briefly to two research projects which were at present running "in tandem" in the United Kingdom, each being complementary to the other. These were:

(i) An inquiry into the modern language needs of industry and commerce which was being carried out by a team led by Mr. K.A. Emmans at the Language Teaching Centre, University of York, and financed by the Nuffield Foundation.

(ii) A survey of language curricula and performance, in which the chief research worker was Mr. C.V. James of the University of Sussex. Backing would be given by the Centre for Information on Language Teaching and Research.

Each project had an overall director (Professor Hawkins and Mr. N. Mackenzie, respectively) and each a consultative committee with overlapping membership so that work at the two centres could be co-ordinated. Contact had been established with similar inquiries in Sweden and France.

A third research project was now coming to an end. The aims of the team led by Mr. Peter Green of the Language Teaching Centre, University of York, had been "to measure the effectiveness of the language laboratory in a limited, precise but typical school situation and, in addition, to evaluate a number of predictors of language learning success". Professor Hawkins described the care with which three groups of pupils starting the study of German had been matched and then taught in such a way as to exclude all variables except those under investigation. Very useful predictive tests of aptitude for language learning had been constructed. Precise information on the results of this research would be given in a published report.

Turning to the question of reciprocal courses, Professor Hawkins defined reciprocal teaching as the bringing together of equal numbers of students who were motivated to learn something from their partners but who had at the same time something that they could teach. In the case of modern languages, participants would wish to perfect their knowledge of the foreign language; what they had to give would be a native command of their mother tongue plus a degree of skill as teachers. A one-to-one teaching/learning situation must be set up.

At the Language Teaching Centre of the University of York there had been experiments with Spanish in 1968, with Italian over a number of years and, most recently, with French. The last course held in July 1971 was the most considerable and the

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speaker described in some detail its various stages which had been worked out in close collaboration with Professor Châlon and his team of the University of Nancy II.

(i) Twenty-four English teachers of French were brought to York to join an equal number of French teachers of English recruited by the University of Nancy II.

(ii) Individuals were paired off. The pairs remained unchanged throughout the course and proved a popular feature.

(iii) "Language days" were alternated: French, English, French, English, etc. On a French day, no English was to be spoken in or out of the tutorial periods. Use was made of such items as menu cards to stimulate informal conversation.

The techniques used in the courses were numerous. Professor Hawkins mentioned five:

(i) Detailed study of the City of York based on use of an Ordnance Survey map in conjunction with taped comments by an expert which were heard in the language laboratory. This was followed by actual visits.

(ii) Interviews between students and tutors recorded on tape and followed by immediate discussion and revision of language points.

(iii) Acting in pairs. The situation was specified; early attempts were recorded on videotape, played back and discussed by a small group with a view to all-round improvement of later versions.

(iv) Short talks given in groups of six (three French and three English). These were illustrated and followed by discussion.

(v) Tape recordings specifically designed to meet the school requirements of participants and made, in most cases, by their partners.

Finally, Professor Hawkins attempted in two ways to put reciprocal teaching into perspective. What we must seek above all in the language learning process was new language experience. This was the fuel that kept the motor running. Merely to test what had been acquired previously was a procedure with very limited value. Reciprocal teaching in a one-to-one situation did give us rich language experience.

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In a wider framework, we might ask ourselves whether we had so far had the wrong view of education. This was too often seen as uninterrupted progress towards fulfilment of one's personal ambition. Should not there be an automatic obligation upon those who had surmounted an educational hurdle to help others in a less fortunate position? Two experiments (with slow-learning pupils and with immigrants) had shown how valuable the process could be. Movement towards a "reciprocal" view of education might result from a revised notion of the sort of society we wished to create. At present, generosity and a sense of obligation to others were insufficiently esteemed.

In the short period of discussion which followed, a speaker suggested that the experiments and principles described in the lecture were of great importance and should be brought to the attention of the forthcoming conference of European Ministers of Education. Other comments centred upon the prediction of success in language learning and upon the effects of goal-related and group-related examinations.

ITEM 11 - THE PLACE OF THE TRAINING OF MODERN LANGUAGE TEACHERS IN THE GENERAL CONCEPT OF TEACHER TRAINING - DR. GERHARD NEUMANN

Mr. Hoy, as Chairman, paid tribute to the excellent service given by Dr. Neumann to the Council of Europe from 1962 until his very recent retirement. He had held several offices with distinction, the last being that of Deputy Director General of the Directorate for Educational, Cultural and Scientific Affairs. Even now his retirement was to be active so that his valued counsel and presence would be available in such gatherings as this Symposium.

Dr. Neumann outlined a number of current trends which, in an "age of education", affected us all:

(i) Education must be seen as a whole- no single subject and no component phase (school, university, adult course) should now be considered in isolation from the overall pattern.

(ii) We had nowadays to reconcile the demands of the present and the future, often doing so within systems that were traditional or even old-fashioned.

(iii) Any new comprehensive system of education must be flexible enough to give opportunities for self-development to every individual, the most as well as the least able.

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The Symposium had several times been reminded of the new situation of modern language teaching which was no longer the prerogative of the privileged few but the right of everyone. In these circumstances it was vital that instruction began as early as possible and was uninterrupted. The precise aims of such teaching, as set down at the Ostia Symposium, had already been recalled by Dr. Riddy (see item 8). It must not be forgotten that they constituted a well-knit unit and could not be taken apart.

In turning to the question of teacher training, Dr. Neumann referred to recommendations on the subject made by a group of experts to the Committee on Higher Education and Research:

(i) Teacher training should be part of higher education.

(ii) It should consist of three closely related parts: basic or initial training, a probationary period and continued training.

The basic training should contain a core common to all teachers regardless of later specialisation. It would cover such fundamental subjects as psychology, curriculum planning, educational technology, sociology, etc. It was not difficult to percieve the relevance of this to the many modern language teachers who would also, in future, be general class teachers in primary or lower secondary schools. The nature of the specialised study (e.g. in languages) which would complete the initial training must depend on the intended function of each trainee. We should, in future, have many types of educational staff in schools and the teacher as we now knew him would be only one of these. The specific training of modern language teachers had been the subject of two previous symposia, one at Oslo concerned with teachers of the age group ten to sixteen and one at Saalbach for secondary teachers. A third one would shortly deal with the cultural and literary aspects of modern language teaching. Three basic elements should figure in any training course:

(i) The linguistic

(ii) The cultural and literary

(iii) The methodological

It was equally essential that the initial training should include a period of study abroad.

The probationary period should bring the newly qualified teacher full pay but a reduced teaching load so that he could devote more time to the presentation of his subject.

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Even when probation was past, there should never be a time when the teacher could say to himself: "I have finished". The following tasks for continued training had been identified:

(i) Up-dating subject matter

(ii) Further specialisation

(iii) Acquisition of new skills or additional subjects

(iv) Innovation

(v) Analysis of current problems

(vi) Familiarisation with research findings

(vii) Review of methodology

Under item (vii), it would be particularly important to develop methods which gave the pupil himself an important role in the teaching process.

The time had come to assess what a language teacher could and should do, what help he needed, and how this help could be fitted into the general teacher training structure. Any such assessment would make clear that a vast amount of knowledge was required by the teacher and that ten years of initial training would scarcely suffice to impart it. The body of knowledge must therefore be broken down into a number of component units of which the most essential would be covered during basic training and the rest at a later stage.

The speaker concluded by stressing that intensive courses had a part to play in every phase of training. The York Symposium had shown their usefulness and their versatility. After this sharing of experience, we should no longer think of them as being suited merely to emergency situations. Thus the Symposium had demonstrated once again the great value of European co-operation in the field of education.

(A bibliography of relevant publications and documents of the Council of Europe which was provided for delegates by Dr. Neumann, appears in the report as Appendix D).

ITEM 12 - CLOSING REMARKS - MR. P.H. HOY, MR. SVEN NORD, Mr. A. BALLANDRAS

In the final session, Mr. Hoy drew attention to the fact that the words "symposium" and "colloquium" both conveyed the idea of "withness", of "togetherness". It was this spirit of

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partnership which had, above all, characterised the week in York. It was in this spirit, too, that Mr. Hoy gave thanks to all of the very many individuals and organisations which had contributed to the success of the Symposium.

Mr. Sven Nord, speaking on behalf of the Secretariat of the Council of Europe, congratulated Mr. Hoy, Professor Hawkins and the officers of the British Council on the organisation of what had proved to be the most "intensive course" he had ever attended.

Mr. Ballandras expressed the gratitude of delegates to all who had made the Symposium possible. He felt that the resolutions and recommendations which would go forward from York were sensible and realistic but it was impossible to say how far they would be implemented. Much more certain, however, was the value of the contacts and exchanges that had been possible on formal and informal occasions throughout the week. These were professional contacts but they had been made in a spirit of friendship.

The success of the Symposium had been due to the felicitous alternation of work and relaxation and this led Mr. Ballandras to pay final tribute to the directors, the administrative staff, the Council of Europe, the British Council, and last but not least, to the distinguished speakers who had been prepared to give their time and to share with delegates their learning, scholarship, reflection and experience.

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SECTION III

CONCLUSIONS AND RECOMMENDATIONS

DEFINITION

Members of the Symposium defined an intensive course as a full-time, continuous course designed to initiate or improve a teacher's command of, and capacity to teach, a foreign language. The course must vary in length as the needs, circumstances, quality and experience of the students vary. The work is usually biased towards the spoken language, partly because of present-day needs and partly because the oral/aural skills are difficult to acquire without the help of a tutor and of technological aids.

In general, these courses appear to be of two kinds:

(a) The emergency type - to meet new needs;

(b) The refresher type - which will normally fulfil a professional need but may, through the element of personal enrichment, represent an aspect of "l'éducation permanente".

Intensive courses may form part of a continuous scheme of training - a very useful arrangement in countries where communications are difficult.

(Reference should also be made to the section of the report of Group I entitled "Definition of intensive courses", which appears in Appendix B).

DECLARATION

The Symposium has received clear evidence of the value and effectiveness of intensive courses for modern language teachers. Members suggest that this technique might usefully be applied in other areas of teacher training.

There is a need, however, for further objective evidence concerning the efficiency of intensive, as opposed to other, courses.

RECOMMENDATIONS

1. Enquiries have been made from time to time to discover national language needs. Research is currently being carried out for this purpose in the United Kingdom. The results of these enquiries have still to be checked and implemented. Meanwhile, delegates strongly recommend that similar investigations be set on foot in all other member countries.

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It should be emphasised that such national needs may have to be met by post-school measures and are not to be regarded as the sole determining factor affecting education.

2. The techniques in intensive courses, which are mainly concerned with oral/aural attainment, should not exclude writing skill.

3. In the case of intensive courses concerned with the improvement of oral skills, groups should be homogeneous.

4. A diagnostic test on entry to courses is desirable, with two or three tests of attainment during the course, and a final test to show each course member the extent of his progress.

5. It is recommended that, for the sake of motivating the younger teachers in particular, certification should be provided, with certain safeguards: the form of testing must be sufficiently flexible to do justice to all the learners (who will possess varying levels of aptitude and ability), and it should be possible for teachers to follow the course without a statement of performance being issued, should they so wish.

6. It is recommended that authorities provide compensation for the material sacrifices involved in attending these courses.

7. The methods advocated or exemplified in a course should be reflected in the subsequent provision of classroom aids made by the education authority.

8. There should be adequate financial provision to enable teachers of modern languages to make study visits abroad. In this respect, teachers of modern languages have a distinct and different need from teachers of other subjects because the visit to the country of their professed language is the most effective means of "recharging their batteries", or extending their scope.

9. In no circumstances should emergency provision affect the approved and established methods of training and the professional requirements for qualification. Attention is called to a comment included in the report of Group I: "... a complete and adequate linguistic and professional training can only be acquired by means of basic studies. It is important that we should not, by use of intensive courses where ther is no emergency, lend credence to the idea that these can be a substitute for normal forms of training."

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10. In arranging emergency provision it is important to ensure that there is a proper balance of professional expertise over the teaching force as a whole.

11. It is increasingly urgent that each country should possess a modern language teaching centre. Among its functions should be responsibility for the collection and diffusion of information relating to intensive courses organised in its own and other countries. This would make possible a better distribution of effort and avoid overlapping. Alternatively, the work could be done by a special section of an interdisciplinary teaching centre.

12. It is recommended that intensive courses in methods of teaching their native language to foreign learners be organised for students and graduate teachers who are going abroad to work in schools and universities. It would be useful to link such work with reciprocal courses (1) involving incoming as well as home-based students and teachers.

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(1) A description of reciprocal language courses is given in the summary of the lecture by Professor E.W. Hawkins in Section II of this report.

A P P E N D I X A

NOTES FOR DISCUSSION GROUPS

Group I French-speaking

Group II English-speaking

Group III Using both French and English

All groups are asked to consider sections 1, 2, 3 and 7. Group I is asked also to consider section 4; Group II, section 5; and Group III, section 6.

Groups are invited to suggest observations and recommendations which might represent the opinions of members of the seminar.

Group chairmen are asked to hand in such observations and recommendations, with brief reports of discussions, to the Conference Office for translation and duplication on Thursday morning, 16 December. These will be discussed and finalised at the plenary sessions on Friday and Saturday.

1. (a) In which sectors of education are modern language teachers in short supply? For which language? Why?

   (b) Can such teacher shortages be foreseen and avoided, through suitable techniques of forecasting, based on research?

2. (a) Define the term "intensive courses" as understood at this Symposium.

   (b) What categories of intensive courses for language teachers can be supplied?

   (c) For what categories of teachers are these courses appropriate?

3. Suggest the aims and content (linguistic, cultural, pedagogic) of such courses including the nature and function of short study visits to the country concerned.

4. Define relevant criteria for selecting teachers of intensive courses, and suggest the best ways of ensuring linguistic, intellectual and physical suitability (e.g. satisfactory auditory discrimination) for such courses. Is there a place for prognostic tests or a personal interview?

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5. What are the best techniques of teaching for use in intensive courses? Please consider such factors as the following:

(a) Use of educational technology.

(b) Suitable materials (including software).

(c) Value of conversation groups, including role-playing.

(d) The relative value of the four skills (hearing with understanding, speaking, reading, writing) in the teaching programme of an intensive course which may be concerned primarily with oral/aural attainment.

6. Consider ways of assessing and recording progress in all the language skills. Is there value in a certificate of achievement at the end of the course? Should this be a factual record of attendance or should it attempt a qualitative evaluation of the teacher's skills in the foreign language?

7. How can member countries usefully share experience and resources in the field of intensive courses?

Addendum

Further questions put to the Symposium as a possible basis for recommendations

(i) Does the Conference see a need for intensive courses in European countries?

(ii) Are intensive courses related to the concept of "l'éducation permanente"?

(iii) What are the conditions of success of an intensive course?

(iv) Are there dangers, drawbacks or limitations in the use of intensive courses for language teachers?

(v) Can intensive courses contribute to, and gain from, the cultural unity of Europe?

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A P P E N D I X B

ABRIDGED GROUP REPORTS

NOTE: Each group presented to the Symposium a summary of its discussions and recommendations. Considerable parts of these summaries have been incorporated into other sections of this report, namely: SECTION III (Conclusions and Recommendations) and APPENDIX B (The present supply of modern language teachers in member countries). The remainder of the group reports is reproduced below with an indication of omissions.

REPORT OF GROUP I (FRENCH-SPEAKING) - CHAIRMAN: DR. M. LEMAIRE

Foreword

Group I considers that command of the spoken language is a prior condition for any training in methods or other aspects of further training for modern language teachers.

This command of the spoken language is conditioned by the requirements of the students to be taught: children, adolescents, adults, foreigners, etc. This command should rest on a common foundation and be extended in such directions as the specific needs of the students indicate. Furthermore, a complete and adequate linguistic and professional training can only be acquired by means of basic studies. It is important that we should not, by use of intensive courses where there is no emergency, lend credence to the idea that these can be a substitute for normal forms of training.

1. Definition of intensive courses

There is a difference between:

1.1 permanent education for the benefit of every citizen and not necessarily connected with professional training.

1.2 continued training: which includes

- permanent up-dating and renewal of knowledge;

- limited activities corresponding to requirements for refresher courses, further training, conversion courses.

2. Intensive courses take place essentially in the context of this last group of activities. They can be relatively long, implying full-time work.

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Alternatively, they can be conceived in another way, i.e. concurrently with normal work, the students being released only part-time. In this case they are longer. Intensive courses can cover simultaneously and in a single block all aspects of teaching, or they may constitute a series of courses centred on a more or less restricted or specific target. In any case intensive courses cannot be successful without a follow-up "reminder" course, in the line of continued education, and plenty of teacher exchanges.

2.1 Among the specific targets of these courses are:

- command of the spoken language
- thinking about the language
- methods
- educational technology
- knowing the country
- knowing the pupils who will be taught by these teachers (children, adolescents, adults, foreigners, different social and cultural groups, etc.)
- personal relationships: teacher-pupil, among colleagues
- checking and assessing knowledge.

2.2 Intensive courses will be organised primarily for exceptional situations and urgent cases - particularly:

- for teachers who have received an insufficient initial training
- where new requirements make the recruitment of modern language teachers an urgent necessity (new schools, raising of school-leaving age, conversion of certain teachers, etc.)
- for those who for various reasons (erosion of knowledge, interrupted service) need to get themselves up-to-date quickly.

(See section III, Recommendation 3)

3. There are other methods in use for continuous training:

- individual reading
- employment of audio-visual aids and mass media (laboratories, tape recorders, radio, TV, video-tape, records)
- university courses (courses for serving teachers in primary and secondary schools should be encouraged)

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- radio, TV and correspondence courses
- study days and short courses
- teachers' workshops
- trips abroad.

4. Conditions of success for intensive courses

4.1 Motivation:

Teachers must feel a need for the course (to get up to date, to change over, to improve their teaching). The group is fully aware of the difficulty of so motivating teachers. Continued training ought to be incorporated into the normal work of teachers. Could the authorities be encouraged to consider compensating teachers for the material sacrifices which attendance at these courses involves?

4.2 The staffing of these courses requires teachers and study leaders specially prepared for their job, and trained particularly in the techniques of group management.

The help of foreign organisations is valuable for the provision of documents, of teachers and study leaders (especially nationals of the country whose language is being taught) etc. This co-operation will only be effective if these organisations and study leaders are well acquainted with local requirements and adapt their aid in consequence.

These courses ought to be held in perfectly equipped centres, provided with all the necessary audio-visual material, a textbook and a reference-works library, a learning resources library, and studios for software production.

4.3 Objectives must be precisely defined and programmes composed in close collaboration between the study leaders and the participants.

4.4 Working methods should be of a similar kind to those which the participants will have to employ in their classes. Teaching should be of a concrete nature and be centred primarily on practical work. There is a risk of discouraging participants by introducing them to methods and techniques which they will not be able to apply later. The authorities ought therefore to provide them with the necessary materials.

4.5 New surroundings, particularly the setting and remoteness of the encounter, can in certain cases be favourable for work. The leisure of participants ought also to be organised, especially in the cultural line.

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4.6 The psychological aspect of continued training ought also to be borne in mind, particularly the situations created by the uses of new methods, and the attachment of psychologists and psycholinguists to courses.

4.7 One condition of success is that these courses should not disturb too much the even working of the schools from which the participants are released. The authorities must find ways to replace the participants during their absence.

5. Finally, the idea of continued training need not necessarily be tied up with that of the intensive course. Serving teachers will have to be persuaded that there are other means of providing continued training (see 3).

REPORT OF GROUP II (ENGLISH-SPEAKING) - CHAIRMAN: DR. BETTY PARR

(See Section III, Declaration para. 2)

(See Appendix C)

Question 1(b) (Can teacher shortages be foreseen and avoided, through suitable techniques of forecasting, based on research?)

It was agreed that (1) the technique of forecasting might be improved; (2) research would help to clarify needs, but defective forecasting techniques should not be blamed for the demands caused by sudden political decisions. Furthermore, in countries like the UK where the control of education is less centralised the uncertain factors are greater. Put briefly, the greater the measure of choice available, the less probable is a valid forecast.

Obviously, if new techniques of teaching have to be applied or new methods acquired, and it is a question of retraining existing teachers, the need can be forecast.

(See Section III, Definition)

Question 2(c) (For what categories of teachers are these courses appropriate?)

All kinds. No wish to exclude any categories.

Question 3 (Aims and content of such courses including nature and function of short study visits to the country concerned)

Refresher courses concerned primarily with language should usually be held in the country where the language is spoken. If, as we think desirable, the training to meet an emergency comprises more than one stage, then one of the stages at least should be held in the country where the language is spoken.

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For beginners in the language the full range of aims and content will be required. For refresher courses the range may be less extensive but the treatment more intensive.

Study visits are highly desirable and it is to be regretted that so few countries appear to make any financial provision for these visits; even the countries which do make some provision do so on a less than adequate scale.

Some allow expenses for study visits to be deductable for income tax purposes and, although this is welcomed as better than nothing, it is a negative provision when positive action is required.

We were encouraged to hear of the Central Bureau's effective co-operation with Swedish training colleges, of the Goethe Institute's scholarships for three-week courses and the beginners' 20-month courses in Germany, and of the Council of Europe's grants to enable teachers (not exclusively of modern languages) to attend courses in Europe.

It was agreed that there could be, among the intensive courses, courses for the study of aspects of literature, and it should not be overlooked that some of the intensive courses provided might be of value to persons other than teachers.

Question 7 (Sharing of experience and resources among member countries)

It would be ideal to have lists of courses available throughout Europe but it was accepted that it was hardly practicable to arrange this in present circumstances. Nor, if such lists existed, would it be advisable to indicate degrees of suitablity or preference.

(See Section III, Recommendation 11)

The Group also agreed that

(1) There is a need for intensive courses in European countries.

(2) Refresher courses may form part of the provision for "l'éducation permanente" but are not necessarily germane to the problem.

(3) The conditions of success for an intensive course are:

- clear aims
- relevant content
- competent staff

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- close contact between teachers and taught - a dialogue between them
- a degree of flexibility to meet special needs without departing from the main aims
- adequate provision of equipment and financial support
- follow-up courses or supporting study visits to stabilise and extend what has been learnt

Intensive courses by their nature may produce conditions of stress and one of the conditions for their success will be a sensitive direction and a discerning eye for strain among the students. This is especially so when attendance at the course is compulsory or near-compulsory.

The group considered that not all topics are susceptible of treatment by intensive courses and that, apart from the wish of participants to continue their studies, little is known of the success of these courses.

Subject to these comments, intensive courses can both contribute to and gain from the cultural unity of Europe.

In considering the best techniques of teaching for intensive courses, the group considered that:

(a) the use of educational technology and the appropriate "software" was indispensable

(b) formal lectures, though not explicitly excluded, should give way to frequent group work

(c) the groups should, when necessary, be quite small and may, if required, be conversation groups and include role-playing

(d) the relative value of the four skills (hearing with understanding, speaking, reading, writing) must depend on the aims of a particular course. The value will not be the same for all courses, but as the courses under consideration are for teachers, it will be difficult, if not absurd, to exclude some treatment of the skill of writing. Nevertheless, in courses concerned primarily with oral/aural attainment, translation as a basic teaching method should be avoided.

(See Section III, Definition and Recommendations 2, 8, 9, 10, 11).

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REPORT OF GROUP III (FRENCH AND ENGLISH-SPEAKING) - CHAIRMAN: MR. D.M. VAN WILLIGEN

(See Appendix C)

Discussion on Topic 1 (a)

With the exception of France, which has no shortage of teachers of English, the countries represented have not enough modern language teachers either for all levels or for certain levels only. This situation is a result of widely differing causes:

(i) salaries considered to be inadequate run the risk of causing other careers, regarded as better paid, to be preferred;

(ii) the democratisation of teaching has led to the multiplication of lower secondary teaching establishments. Similarly, in a certain number of cases, a perceptible increase in the number of teaching hours accorded to modern languages has caused multiplication of available posts, while at the same time the authorities have not been quick enough in taking the necessary measures to provide for the training of teachers;

(iii) competition from other outlets, referred to above, has caused an exodus of candidates. This had led to an increase in the proportion of women teachers employed.

(See Section III, Recommendation 1)

Discussion on Topic 6

During the exchange of information between members who had organised intensive courses, it was found that some supplied certificates of attendance only, while others stated that some course participants wanted certification of their success in the course in the hope that this would help their professional advancement.

(See Section III, Recommendation 5)

There was discussion on the types of tests suitable for judging minimum requirements to be expected of teachers allowed to teach modern languages in the primary and less academic sectors of secondary education, but it was pointed out that such requirements still lacked precise definition. It was generally thought that purely objective tests of the multiple choice type were not what was needed. Oral production was important, but forms of testing should be found which reduced the subjective element in the marking.

(See Section III, Recommendations 4, 11)

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A P P E N D I X C

THE PRESENT SUPPLY OF MODERN LANGUAGE TEACHERS IN MEMBER COUNTRIES

(NOTE: Certain of the following brief statements appeared originally in group reports. Delegates were, however, given the opportunity to revise their original statements during or immediately after the Symposium. Where they did so, the revised version has been reproduced here.)

AUSTRIA:

There is a shortage of teachers generally in the primary schools, where many of the teachers of English are the class teachers. These teachers themselves had eight years of English at school, followed by teacher training.

At the secondary level there is a minor shortage of teachers of English, due to a population bulge. English students coming to Austria as foreign assistants cannot relieve this temporary shortage; they cannot be made fully responsible for a class, since they do not know how to teach their mother tongue to foreign learners. They, as well as the increasing number of English graduate teachers, are in need, therefore, of some weeks of training in the teaching of their mother tongue to foreign pupils.

BELGIUM:

A serious situation exists with regard to the teaching of modern languages to the 12 year olds, because of changes in the educational system. In that area there is a shortage of graduate language teachers of Belgian nationality, and the law does not permit foreign nationals to be employed.

CYPRUS:

There is no shortage of teachers of English at the secondary stage: there is even a surplus of teachers of French.

FEDERAL REPUBLIC OF GERMANY:

There is a shortage of teachers of English in both primary and secondary schools. The intensive courses being held are of three kinds:

1. language
2. methodology
3. both language and methodology.

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FINLAND:

There is a fair balance between demand and supply. The introduction of English at the third grade of the primary stage has raised the level of demand but this is proving to be a certain problem, not in the cities, but in the country areas. At the secondary stage there is a certain shortage of teachers of Russian.

The intensive courses for primary school teachers have two components: six weeks one summer and intermediate study, plus six weeks in the next summer.

FRANCE:

There is no shortage of qualified teachers of English in secondary schools in metropolitan France, the great majority holding the Agrégation and CAPES, and a small minority holding the Licence. In the primary schools the teachers of English may not be fully qualified and will be using audio-visual courses as aids to their teaching. There are enough teachers to cope with the schooling of pupils up to sixteen years now, and as the population is showing a slight decrease, the danger may be shortage of jobs for newly-trained modern language teachers.

GREECE:

Modern languages are not taught at the elementary stage in the State schools. They are, however, taught at this stage in most private and public schools.

At the secondary stage (ages thirteen to eighteen), where the English and French languages are taught, there is a shortage of teachers of these languages. It is hoped to deal with this shortage in about four years' time.

In the meantime, great efforts are being made to improve the standards of the teachers of modern languages - both in the language and in the methodology of teaching - by organising seminars and intensive courses.

HOLY SEE:

No report.

IRELAND:

There is a shortage of modern language teachers for two reasons: the expansion of post-primary education to all children, and the approaching entry into the EEC. The most commonly taught foreign language is French. The programme is greatly aided by the cultural agreement between Ireland and France.

Experimentation is going on in intensive in-service training over short periods.

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ITALY:

No report.

NETHERLANDS:

The 1968 Act of Advanced Education introduced a new system of schools and a different system of qualifications for teachers in these schools. There are three grades of qualifications:

1. the specialist
2. the semi-specialist
3. the primary school teacher approved for the teaching of a foreign language in primary schools.

The country is in a transition period. There is little doubt at the moment that in the new circumstances there will be enough first grade teachers, though they may need adaptation to the new teaching programmes and examination requirements. Impending changes might even cause a surplus of fully qualified teachers of French.

There is a slight shortage in the second grade group and in that group there is a strong feeling that the training they had is not adequate for their new tasks.

When in the near future English becomes a compulsory subject in primary schools, there will be a huge demand of third grade teachers.

NORWAY:

There is a certain shortage at the secondary stage of compulsory nine-year schooling. Of the teachers, 60% have had one year of training for teaching English and 75% have had one year for teaching German. At the primary stage new needs are being created by the making compulsory of English from Grade 4.

SWEDEN:

No shortage at secondary stage. What shortage there is at primary stage is caused by dropping the age of introduction of English by one year - it is in the process of being solved.

SWITZERLAND:

At the primary level there is a shortage of teachers everywhere, which is hampering the introduction of a second national language at primary level. As a remedy, two-year

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intensive retraining courses have been introduced for non-teachers wishing to change their profession, with very good results. At lower secondary level there is a growing shortage and at upper secondary level, a particular one in certain languages (Italian, Spanish, Russian) and cantons.

A number of remedies are being developed, including reform of teacher training, increases in the teacher-pupil ratios, and employment of student teachers and foreign teachers. Semi-intensive three-week courses have been introduced in certain universities to teach modern methods to language teachers.

TURKEY:

Foreign languages are not taught at the primary stage. At the secondary stage there is a shortage of teachers of English, French and German. Thought is being given to the need for intensive courses of the emergency type with special reference to methodology, followed by supporting short courses.

UNITED KINGDOM:

(a) Scotland

In Scotland, teacher shortage in modern languages, apart from a few particular areas, is not acute, and the future supply position is reasonably encouraging, since an additional source will be provided by the newly established and increasingly popular B.Ed. degrees. However, the belief that a modern language should be provided to as many pupils as possible as part of the common course offered in the first two years of secondary education is gaining ground, and this development is already limited by supply problems in some areas. Schools in more favoured areas could offer a choice of modern languages in the early stages of secondary education if head teachers were readier to do so.

(b) England and Wales

There is in England and Wales an acute shortage of teachers of French, which results largely from the growing practice of teaching French to children in the primary schools from the age of eight, and from the tendency to extend the teaching of French in middle and secondary schools over a wider ability range than hitherto. The Department of Education and Science has undertaken a programme of in-service training in the teaching of French and has encouraged the provision of more places in university departments of education and colleges of education for graduates in French.

Some schools have found difficulty in recruiting teachers of German and Spanish but there is so far no evidence of a nation-wide shortage. In contrast to the situation for French, some teachers trained to teach Russian have failed to find opportunities to teach that language.

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APPENDIX D

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(c) Documentation Centre:

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